Electives Psychology 2009-2010

Experimental Aging Research

Psychopharmacology

Advanced Programming Skills

Adult Neuropsychology

Philosophy of Consciousness

Social Behaviour in Children

Evolutionary Psychology

Behavioural Neuroscience

Adolescence

Youth Mental Health Care

Psychology and Law

Sleep and Sleep Disorders

Neuropsychological Interventions and Rehabilitation

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Introduction

In the fourth and fifth course periods in the third year of the Bachelor Psychology Programme, students are given the opportunity to broaden and deepen their interest in psychology. One option is to explore psychological disciplines other than experimental health psychology, psychology and law, work and organizational psychology, developmental psychology, cognitive neuroscience, or neuropsychology. Another option is to be able to focus on a specific area within one of these major fields, which are part of the Master's Psychology Programme at this university.

To pursue their interests the students may:

- Take courses at other faculties, universities, or research institutes in The Netherlands;
- Take courses at universities or research institutes abroad;
- Take electives/3rd year courses in other areas of study offered by staff members of the Faculty of Psychology and Neuroscience;
- Make arrangements with staff members in the Faculty of Psychology and Neuroscience to do individual courses or participate in research projects.

This guide outlines:

(a) the procedure that students of the Bachelor programme have to follow in making the decision of how they want to spend periods 3.4 and 3.5 of the curriculum and

(b) the electives that are offered by staff members of the Faculty of Psychology and Neuroscience at this university.

Procedure

Students have to obtain a total of 20 **European credits** for their elective programme. The electives offered by the Faculty of Psychology and Neuroscience in periods 3.4 and 3.5 are allotted 5 European credits each. Students who want to get the 20 European credits for the electives offered by the Faculty thus have to enrol in two electives for each of course periods 3.4 and 3.5.

Students who wish to *go abroad* for their electives first need to contact the International Office (tel. 38 81920, e-mail: international-fpn@maastrichtuniversity.nl).

Students do not have to limit their elective programme to course periods 3.4 and 3.5. However, the *electives* offered by the Faculty of Psychology and Neuroscience are scheduled exclusively

during these periods of the academic year. In contrast to the standard curriculum with two parallel courses consisting of 7 weeks each, **the electives last an average of 3.5 weeks** and are presented sequentially. In other words, what is normally completed in one period of 7 weeks (2 parallel courses), will now be covered in two periods of 3.5 weeks (2 courses taken sequentially).

If students wish to take an elective offered by the Faculty of Psychology, they have to register between the **9th and 13th of November, 2009**. Registration forms are available from the "Onderwijsbalie" or can be downloaded from the student community on Eleum. Students can list a maximum of three electives in order of preference for each period of 3.5 weeks. As is the case with the procedure applied for course 2.5a on Research Skills, students will be enrolled for electives that best match their preferences, but taking into account the preferences of the group as a whole. The Education Office ('Bureau Onderwijs') will inform students which electives they have been enrolled for prior to **15th December, 2009.**

It is important to note that most electives have a limit on the number of students who can enrol for these. It may even be the case that students are not enrolled for an elective of their choice, or for any elective at all in a given period. In these instances, students will have to look for an alternative (e.g., individual elective, research participation).

Students can enrol for a maximum of 2 electives per course period (of 7 weeks). This means that they can attend only one elective at a time in each period of 3.5 weeks. If fewer than five students choose a particular elective, the relevant lecturer may decide to cancel it. However, at a student's request, the coordinator responsible for the elective may decide to teach the contents of the elective in an individual format.

Note that past experiences have shown that combining the elective programme with course of the 2nd Bachelor year is largely impossible. Time schedules overlap and the teaching load is beyond what a student typically can handle. Students are strongly advised not to combine 2nd year courses of periods 2.4 and 2.5 with courses offered in the elective programme of FPN.

Permission from the Board of Examiners

Students whose elective programme includes courses other than the third year electives offered by the Faculty of Psychology, need to obtain written permission to do this from the Board of Examiners by filling out the form *"Aanvraag keuzeonderwijs bachelor" (see eleUM, Students Faculty of Psychology)*. This needs to be done at least four weeks before the start of the courses. This applies to the following options:

(1) Block 3.1, 3.2 or 3.3 of other courses of study;
(2) Individual topics;
(3) Participation in a current research project;
(4) Courses at other faculties of this university;
(5) Courses at other Dutch universities;
(6) Courses at foreign universities.

Letters to the Board of Examiners concerning options 1, 2 and 3 must include the name of the staff member who supervises the course as well as a brief description of the kind of project or course that will be undertaken, the number of hours per week and the total number of weeks to be spent on the course or project, the way the course examination is arranged, and the period of time over which the course or project will take place. Letters concerning options 4, 5 and 6 must include an official description (e.g. copy from the prospectus or Internet site) of the course(s) that will be taken and the number of credits that are given for each course. Furthermore, with regard to option 6, the letter must mention the number of study hours per credit point at that particular university.

Courses at other faculties or universities will only be approved if the academic level of these courses is of an equivalent standard to year 2 or higher. Additionally, there needs to be a link to psychology. The students will receive a letter from the Board of Examiners stating whether their programme has been approved or not. Please note that students themselves are responsible for passing on the study results they receive from other faculties or universities to the examination administration office of the Education Office ('Bureau Onderwijs').

Minores & Marble

Starting this academic year students can select for their electives a minor within another faculty of Maastricht University or conducting a research project within the framework of Marble, **Ma**astricht **R**esearch **B**ased **Le**arning. Within Marble, following the research practicum (Block 2.5) students will participate in the fifth and sixth semester of the Bachelor programme in a research project under the supervision of a staff member of the Faculty of Psychology and Neuroscience or from another faculty within Maastricht University. This research project might also serve as the basis for writing a bachelor thesis. For further information, contact Arie van der Lugt (e-mail: arie.vanderlugt@maastrichtuniversity.nl).

Electives Provided by the Faculty of Psychology and Neuroscience

For the academic year 2009-2010, students can choose from a total of 20 electives that are offered by the Faculty of Psychology and Neuroscience staff members. All electives are offered only once during the academic year, and might not be provided in subsequent academic years. Two electives ('Behavioural Neuroscience' and 'Philosophy of Consciousnesses) have a double teaching load (10 European credits) and thus consist of 7 teaching weeks. Please, anticipate possible overlap with other electives. All electives use a teaching format, which is different to the traditional PBL system. Reading and discussion groups are combined with presentations and practical training. In general, all sessions should be attended. Most electives conclude with a paper or presentation that will be marked.

PLEASE NOTE:

For questions relating to the content of the electives presented in this guide, students can contact the coordinator of the elective concerned. For questions about the electives programme and procedures, students can contact the coordinator of the elective programme, Rob Ruiter (*UNS5, room 3.023, tel. 043 - 38 82413, e-mail: r.ruiter@maastrichtuniversity.nl*).

OVERVIEW OF ELECTIVES 2009-2010

Electives 2009-2010

Period 3.4		Period 3.5	
3.4.I (1 Feb. – 2 Mar.)	**3.4.II (3 Mar. – 26 Mar.)**	**3.5.I (6 Apr. – 29 Apr)**	**3.5.II (3 May – 28 May)**
Experimental Aging Research (15) Pascal van Gerven	Advanced Programming Skills (15) Robert van Doorn	Behavioural Neuroscience (8) Jos Prickaerts	
Filling-in: seeing things that are not there (24) Peter de Weerd / Vincent van de Ven	Social Cognition (24) Hugo Alberts / Carolien Martijn	Philosophy of Consciousness (15) Rob de Vries	
Psychopharmacology (60) Annemiek Vermeeren	Neuropsychological Interventions and Rehabilitation (24) *Language : Dutch* Carolien van Heugten / Sascha Rasquin	Youth Mental Health Care: Aspects of Assessment and Treatment (24) *Language : Dutch* Erik van Loosbroek & Wijnand Raaijmakers	Evolutionary Psychology (24) Harry Smit
Adult Neuropsychology (36) *Language : Dutch* Sven Stapert	Adolescence (24) Hans Stauder	Social Neuroscience (24) Lisbeth Evers & Henna Toppenberg	Elective 'X' (24) Arie van der Lugt
The Development of Social Behaviour in Children (15) Lisa Jonkman		Psychology & Law in a Nutshell (60) Tom Smeets	Forensic Psychology in a Nutshell (60) Kim van Oorsouw
Mental health care for elderly people: from theory to practice (24) *Language : Dutch* Wijnand Raaijmakers		Organizational Behaviour (60) Fred Zijlstra and Jonas Lang	Sleep and Sleep Disorders (36) Annemiek Vermeeren
Individual topic/ Research participation	Individual topic/Research participation	Individual topic/Research participation	Individual topic/Research participation

Description of Electives

Period 3.4.I (1 Feb. – 2 Mar.)

Aging Mind, Aging Brain (5 European credits)
Coordinator: Pascal van Gerven, Department of Neuropsychology & Psychopharmacology, e-mail: p.vangerven@maastrichtuniversity.nl

In this elective, students first acquire a bird's-eye view of the fascinating phenomenon of aging. Central questions are: What are the basic features of the aging mind? What biological mechanisms are responsible for age-related change? What brain areas are particularly affected? How can a clinical neuropsychologist tell the difference between normal and abnormal aging (i.e., dementia)? What internal and external factors determine how we age? Can we influence the aging process? After this general but thorough introduction, students get the opportunity to zoom into a specific theme that has their special interest. On the basis of this theme, they delve into the literature. During the discussion meetings, students are encouraged to critically reflect on state-of-the-art research articles. At the end of the course, students give a short presentation and write a structured paper on the theme of their choice.

Format: Introductory lecture, group discussions, presentations
Assessment: Participation in discussions, presentation, and paper assignment
Maximum enrolment: 15

Filling-in: seeing things that are not there
Coordinator: Peter De Weerd, Department of Cognitive Neuroscience, e-mail: p.deweerd@maastrichtuniversity.nl; Vincent van de Ven, Department of Cognitive Neuroscience, e-mail: v.vandeven@maastrichtuniversity.nl

There are many examples of stimuli or situations in which we perceive things that are physically absent. We automatically fill-in the blind spot, and we are all subject to a quasi endless number of visual illusions. Illusions can also be observed in the auditory or somatosensory domain. The cases of patients experiencing illusory somatosensory sensations in the face when the stump of their amputated arm is touched are well-known. Because of the point-by-point projection of receptor-arrays onto cortex (retinotopy, tonotopy, somatotopy), one might imagine that lateral interactions in cortex play a role in the perception of illusory stimuli. More specifically, there might be activity in cortex that corresponds to stimuli that are not physically 'there'! In his book 'Consciousness explained', Dennett (1991) argues against this possibility. The goal of this short course is to read about some perceptual illusions (with some demos in the lab), to read about some neurophysiological and imaging studies that have tried to understand the neural basis of these illusions, and to come to an understanding of why the processes that underlie these illusions are important for normal perception of 'real' objects.

Format: group meetings, student presentations, 1 or 2 lectures by instructors
Assessment: oral presentation(s), written summary of oral presentation , or written summary of prepared literature, participation in group
Maximum number of students: 24

Psychopharmacology (5 European credits)
Coordinator: Annemiek Vermeeren, Department of Neuropsychology & Psychopharmacology, e-mail: a.vermeeren@maastrichtuniversity.nl

Current theories of psychiatric and neurological disorders are largely derived from what we know about the mechanism of the working of drugs that are used for treating them. Basic knowledge of the working of drugs will therefore help students to better understand these theories. This course aims at facilitating the understanding of the working of drugs by presenting major classes of CNS drugs and their use in prominent disorders, such as insomnia, anxiety, depression, schizophrenia and dementia.

Format: Lectures, tutorial groups
Assessment: Exam, open questions
Maximum enrolment: 60

Adult Neuropsychology (5 European credits)
Coordinator: Sven Stapert, Department of Neuropsychology & Psychopharmacology, e-mail: s.stapert@maastrichtuniversity.nl

This course is about brain-behaviour relationships in patients with focal or diffuse brain dysfunction. The focus is on neurological and neuropsychiatric patients and their problems in the domain of the higher cortical functions (memory, attention, language, perception, behavioural organization and planning and psychomotor functions). Apart from cognitive changes due to the effect of brain disease or acquired brain injury the consequences for affective functions will also be studied. Both theoretical issues as well as clinical approaches will be discussed. The aim is to help students gain insight into (1) the clinical phenomenology of the most important cognitive and behavioural disorders in adults; (2) the underlying brain-behaviour relationships in these disorders; (3) the interrelationships between the various cognitive dysfunctions; (4) modern approaches towards diagnosis and (5) introduction of commonly used assessment batteries and neurocognitive tests.

Language of instruction: Dutch!

Format: small group meetings and lectures
Assessment: written exam
Maximum enrolment: 36

The Development of Social Behaviour in Children (5 European credits)
Coordinator: Lisa Jonkman, Department of Cognitive Neuroscience, tel. 38 81956, Universiteitssingel 40, East, room 4.732, e-mail:l.jonkman@maastrichtuniversity.nl

Social engagement is very important to experience real happiness in life. Several environmental, personal and biological factors appear to be important in the determination of whether children grow-up as socially engaged and competent. During this course, you will see how social maturation may be differentially influenced by these factors; ranging from studying the influence of parenting style and the child's environment (institutionalization, peer interaction) to studying the contribution of personality or temperamental factors, like being behaviorally inhibited or on the contrary being overly enthousiastic. Cognitive factors that may contribute to successful social development are the ability to share attention and to project oneself in other people's thoughts or feelings (theory of mind). Finally, you will become familiar with the contribution of biology by looking at the influence of genetic and brain neuro-endocrine mechanisms by comparing human and primate social behavior, by for instance looking at differences in parenting styles.

Format: group meetings, student presentations, lectures
Assessment: group participation/ oral presentation(s) / paper
Maximum enrolment: 15

Mental health care for elderly people: from theory to practice (5 European credits)
Coordinator: Wijnand Raaijmakers, Department of Cognitive Neurosciences, tel. 38 81880, e-mail: w.raaijmakers@maastrichtuniversity.nl

In addition to self-study and group discussions, lectures, site-visits to two institutions and the adoption and interviewing of an elderly person will be part of the course. Students will keep a logbook in which they have to reflect on their study assignments and all other activities. Each student will write a concise paper.

Language of instruction: Dutch!

Format: group meetings, lectures, site-visit(s)
Assessment: paper, reports
Maximum enrolment: 24

Period 3.4.II (3 Mar. – 26 Mar.)

Advanced Programming Skills (5 European credits)
Coordinator: Robert van Doorn, Department of Work and Social Psychology, e-mail: r.vandoorn@maastrichtuniversity.nl

This course aims at students motivated to learn more about the ins and outs of computer programming in a scientific setting. Additional skills will be acquired by building larger applications in Delphi, with the necessary focus on elaborate data structures, procedural and modular programming (multiple forms), efficient event-handling and advanced file and data management.

Format: group discussions and practicals
Assessment: assignments
Maximum enrolment: 15

Social Cognition (5 European credits)
Coordinators: Hugo Alberts, Department of Clinical Psychological Science, e-mail: h.alberts@maastrichtuniversity.nl and Carolien Martijn, Department of Clinical Psychological Science, e-mail: c.martijn@maastrichtuniversity.nl.

How come that two individuals may understand a social situation quite differently, as if they view it through different lenses? If we are mentally exhausted, what can we do to help the mind regain its capacity? Is it possible to achieve stable changes in happiness? All these questions (and many more) will be addressed in the Social Cognition elective. A broad definition of social cognition is that it studies how people make sense of social situations, other people and themselves. In this elective we will go into to how people perceive, interpret, and act upon social stimuli. A selection of current themes that are central to the study of social cognition will be discussed, studied, and researched. Examples of themes are: psychological restoration, self-esteem, automatic goal pursuit and happiness. Moreover, students will actively translate their social cognition knowledge to real-world issues by means of small writing and research assignments, and oral presentations.

Format: lectures, small group discussions
Assessment: student presentations, writing and research assignments,
Maximum enrolment: 24

Neuropsychological Interventions and Rehabilitation (5 European credits)
Coordinators: Caroline van Heugten, Psychiatry and Neuropsychology, e-mail: c.vanheugten@np.unimaas.nl and Sascha Rasquin, Adelante Zorggroep, s.rasquin@ adelante-zorggroep.nl

Language of instruction: Dutch!

Neuropsychological interventions and rehabilitation are becoming more popular in the care of patients with acquired brain injury. These interventions are directed towards the cognitive, emotional and behavioural consequences of the brain injury and can be aimed at compensating for, reducing of, managing of, learning to live with, or coming to terms with these less visible psychological consequences. During this course the following topics will be discussed: history of neuropsychological rehabilitation, frame of reference for multidisciplinary treatment models, models for neuropsychological interventions, specific cognitive treatments, and measuring the effect of treatment. The course will consist of lectures, discussion groups, and writing a paper about the rehabilitation of a specific patient.

Format: small groups meeting, lectures, site visits
Assessment: participation in meetings, oral presentation, paper
Maximum enrolment: 24

Adolescence (5 European credits)
Coordinator: Hans Stauder, Department of Cognitive Neuroscience, e-mail: h.stauder@maastrichtuniversity.nl

Teens have fairly advanced intellectual and reasoning ability, but human brain circuitry does not mature until the mid 20s. Among the last connections to be fully established are the links between the prefrontal cortex and the emotional centres of the brain that are crucial to emotional learning, (gender) identity and high-level self-regulation. Another circuit still under construction during adolescence links the prefrontal cortex to the midbrain reward system, where addictive drugs and romantic love exercise their powers. Adolescent brains prove to react very intensely to novel experiences. However, this heightened sensitivity in combination with sexual maturation and psychological transformations inherent to adolescence, makes this time period also vulnerable to the development of certain pathological states, such as anorexia, schizophrenia and suicidal attempts. This course addresses the recent developments in neuroscience that link brain functioning to addiction, and pathological states that typically develop during adolescence.

Format: small group meetings
Assessment: paper
Maximum enrolment: 24

Period 3.5.I (6 Apr. – 29 Apr.)

Behavioural Neuroscience (Period 3.5.I and 3.5.II !!) (10 European credits)
Coordinator: Arjan Blokland, Department of Neuropsychology & Psychopharmacology, e-mail: a.blokland@maastrichtuniversity.nl

This elective course focuses on brain-behaviour relations from a comparative point of view, with special interest in cognitive functions like memory and spatial cognition. The aim of the course is to gain further insight into the study of brain cognition in animals, the relevance of animal studies for humans, and the inherent methodological possibilities and problems connected to this. Emphasis is placed on self-study and practical work. A major part of the course consists of practical work. Behavioural experiments include open-field behaviour, object recognition, memory or spatial discrimination learning in rats.

Format: animal practicals, data collection and management, group discussions, small seminar
Assessment: participation in meetings and praticals, oral presentation, paper
Maximum enrolment: 8

Philosophy of Consciousness (Period 3.5.I and 3.5.II !!) (10 European credits)
Coordinator: Rob de Vries, Department of Cognitive Neuroscience, e-mail: r.devries@maastrichtuniversity.nl

The mind-body problem has always been a core problem in psychology and philosophy. This problem is closely connected to the question: What is consciousness? How does consciousness and how do subjective experiences arise from biological processes in the brain? In course 2.4.a 'Consciousness', problems in the area of consciousness were approached from a philosophical, psychological and neuropsychological point of view. In this course we will reflect more elaborately on philosophical arguments (although empirical data are not ignored) about the nature and significance of consciousness. We will do this in the format of a reading group. We will read a recently published book on consciousness. The title will be announced later. Only participate if you are not afraid to wrestle with a difficult philosophical text and if you are not afraid to think about abstract problems.

Format: Reading Group (plus lectures)
Assessment: Take home exam
Maximum enrolment: 15

Youth Mental Health Care: Aspects of Assessment and Treatment (5 European credits)
Coordinators: Wijnand Raaijmakers, Department of Cognitive Neuroscience, e-mail: w.raaijmakers@maastrichtuniversity.nl and Erik van Loosbroek, Department of Cognitive Neuroscience, e-mail: e.vanloosbroek@ maastrichtuniversity.nl

We will focus on assessment and treatment of behavioural, socio-emotional and psychiatric problems of children and adolescents in youth care in The Netherlands. This will be discussed within the framework of the theoretical model of De Bruyn (diagnostic and therapeutic cycle). In addition to self-study and group discussions, lectures and site-visits to institutions will be part of the course. Students will keep a logbook in which they keep track of their study assignments and all other activities. Each student will write a concise paper.

Language of instruction: Dutch!

Format: group meetings, lectures, site-visit(s)
Assessment: paper, reports
Maximum enrolment: 24

Social Neuroscience (5 European credits)
Coordinators: Lisbeth Evers, Department of Neuropsychology and Psychopharmacology, e-mail: lisbeth.evers@maastrichtuniversity.nl and Henna Toppenberg, Department of Work and Social Psychology, e-mail: henna.toppenberg@maastrichtuniversity.nl;

Social Neuroscience is a new and rapidly growing field of research. It is an interdisciplinary field that asks questions about topics traditionally of interest to social psychologists, economics and political science using methods traditionally employed by cognitive neuroscientists, such as neuroimaging. In this course we will discuss functional MRI research into the following topics: self reflection, self regulations, perceiving others, action understanding, social decision making and moral judgement. Students will gain insight into the neural correlates of social behaviour and acquire knowledge on how to design a functional MRI study. During this course students will give a presentation, write short critical reviews and design a social neuroscience study.

Format: Tutorial groups.
Assessments: student presentations, short written assignments and a research assignment.
Maximum enrolment: 24

Psychology & Law In A Nutshell (5 European credits)
Coordinator: Tom Smeets, Department of Clinical Psychological Science, e-mail: tom.smeets@maastrichtuniversity.nl

This course will provide psychology (but also law) students interested in psychology & law with an introduction to topics typical for this field. Examples of such topics are traumatic memories, the fallibility of eyewitness memory, hear-say evidence, lies and deceit, children's false memories, and recovered memories of sexual abuse. Each week, research articles and case material descriptions related to a week theme will be studied and discussed.

Format: Tutorial group meetings and lectures
Assessment: Written paper and presentation
Maximum enrolment: 60

Organizational Behaviour (5 European credits)
Coordinator: Fred Zijlstra, Department of Work and Social Psychology, e-mail: fred.zijlstra@maastrichtuniversity.nl and Jonas Lang, Department of Work and Social Psychology, e-mail: jonas.lang@maastrichtunivrsity.nl

This course will present an overview of topics that are important for understanding life in an organization. It helps understand why people behave in particular ways by presenting an overview of factors that influence peoples' behaviour within organizations. Questions like 'why do people work'?, and 'how is it possible that work can make people ill'? will be addressed. While trying to answer these questions topics such as motivation theories, leadership theories, aspects of work and health will be looked at.
This course forms an excellent introduction for the Master's program 'Work and Organizational Psychology'.
Literature: Work Psychology – Understanding Human Behaviour in the Work Place. 5th Edition, by John Arnold and others. Published in 2005 by Prentice Hall.

Format: seminars
*Assessmen*t: participation and presentation
Maximum enrolment: 60

Period 3.5.II (3 May – 28 May)

Evolutionary psychology
Coordinator: Harry Smit, Department of Cognitive Neuroscience, e-mail: h.smit@maastrichtuniversity.nl

The aim of the course is to study evolutionary theory and its applications within psychology.
Evolution is fascinating for students who have a strong penchant for digression. Sex is enjoyable, but why has sex evolved? Aging is terrible, but which selection forces are responsible for the evolution of aging? The theory of Darwin is the one and only theory that provides answers to these questions. In order to understand these answers you need to study the essentials of evolutionary genetics (about the selection of genes within populations). If you understand these principles, then you will understand the exiting ins and outs of evolutionary explanations of psychological phenomena. In this course we will study some recent developments within the field evolutionary psychology. We will look at some examples, like what, if any, is the evolutionary background of differences between the two sexes (sexual selection); how is social behavior explicable by evolutionary theory; how can we explain the evolution of aging; and which selection forces are responsible for the evolution of complex cognitions?

Format: tutorial groups
Assessment: exam and paper
Maximum enrolment: 24

Elective X (5 European credits)
Coordinator: Arie van der Lugt, Department of Cognitive Neuroscience, e-mail: arie.vanderlugt@maastrichtuniversity.nl

Specific contents are to be determined by (a group of) students according to the principles of DeCal (www.decal.org). Students receive credit for designing a course or for participating in the course. Course proposals will be reviewed by Arie van der Lugt before the end of November 2009. More details on the procedure will be attached to the call for proposals.

Maximum enrolment: 24

Forensic Psychology In A Nutshell (5 European credits)
Coordinator: Kim van Oorsouw, Department of Clinical Psychological Science, e-mail: k.vanoorsouw@maastrichtuniversity.nl

This course will provide psychology (but also law) students interested in *Forensic Psychology* with an introduction to topics typical for this field. Examples of such topics are different disorders that are related to crime (e.g., peadophilia, substance use disorders), risk assessment, stalking etc. Each week, research articles and case material descriptions related to a week theme will be studied and discussed.
For the assessment, students are expected to write a paper based on a court case of their own choice (e.g., psychosis and murder). Students are expected to select a case in which an expert forensic psychologist was appointed and give their funded opinion about the experts' decision by consulting the literature on this topic.

Format: Tutorial group meetings and lectures
Assessment: Written paper
Maximum enrolment: 60

Sleep and Sleep Disorders (5 European credits)
Coordinator: Annemiek Vermeeren, Department of Neuropsychology & Psychopharmacology, e-mail: a.vermeeren@maastrichtuniversity.nl

Sleep is considered essential for good physical and mental health, yet, about 30% of the adult population complains of disturbed sleep. Prevalence of sleep disturbances is particularly high among elderly and women, and highly associated with psychiatric disorders like anxiety and depression. This course will address various aspects of normal and disturbed sleep, like the measurement and structure of normal and disturbed sleep; the normal need for sleep; various sleep disorders, like insomnia, narcolepsy, sleep apnea and sleep walking; and the biological mechanisms involved.

Format: Lectures, Tutorial groups
Assessment: Exam, open questions
Maximum enrolment: 36